Putting quality education at the heart of development

UNESCO and Open Education Resource

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UNESCO Regional Bureau for Science and Culture in Europe

UNESCO — Venice Office — Regional Bureau for Science and Culture in Europe — United Nations Educational, Scientific and Cultural Organization

The United Nations **Educational,** Scientific and Cultural Organization

Since its creation in 1945, UNESCO's mission has been to contribute to the building of peace, poverty eradication, lasting development and intercultural dialogue, with education as one of its principal activities to achieve this aim.

The Organization is committed to a holistic and humanistic vision of education worldwide, in particular through:

- Access & Inclusion, to realize the everyone's right to education

- Quality, to promote the concept that education plays a fundamental role in human, social and economic development

→ The potential of opening up educational resources for use and adaptation by everyone, especially those in resource-poor environments, is a great opportunity to achieve **quality education for all**.

UNESCO promotes OER through a specific **programme of the Communication and Information sector (CI)**. It allows learners, teachers, administrators and governments to freely access, create and share open document-format educational resources.

The UNESCO Education Sector (EDU) focuses on promoting the introduction of **OER in teacher education, HIV and AIDS and Literacy and education in post-conflict and post-disaster** situations.

Information and Communication Technology (ICT) in education for:

- universal access to and equity in education

- delivery of quality learning and teaching

- teachers' professional development

- more efficient education management, governance and administration.

The UNESCO **Intersectoral Platform for ICT in education** focuses on these issues through the joint work of three of its sectors: Communication & Information, Education and Science.

UNESCO's global network of offices, institutes and partners provide Member States with resources for elaborating ICT in education policies, strategies and activities. In particular,

→ the UNESCO Institute for Information Technologies in Education (IITE), based in **Moscow**, to serve as a center of excellence (information exchange, research and training)

→ UNESCO's **Bangkok** office is strongly involved in ICT for Education in Asia and the Pacific.
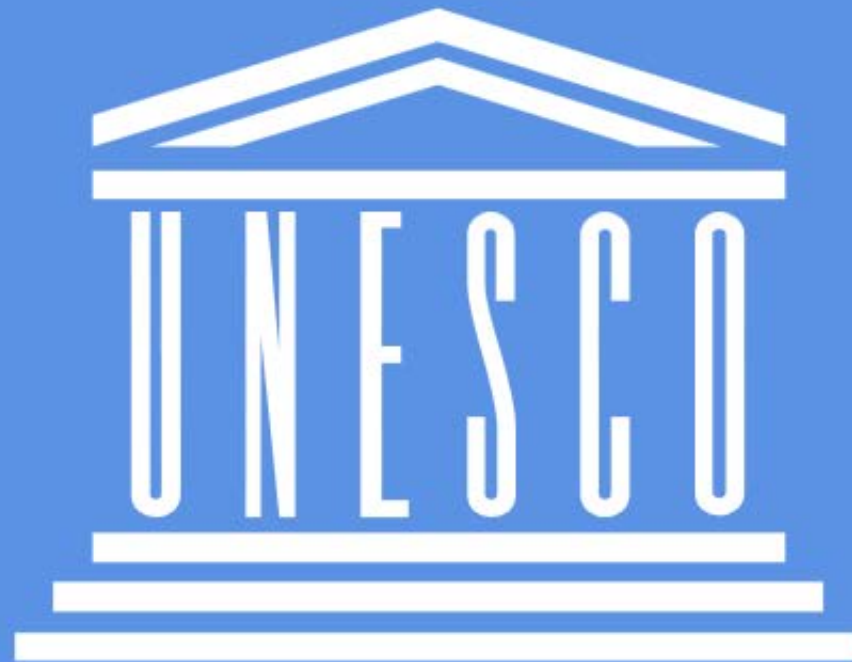
❑ **Established on 16 November 1945 as a specialized agency of the United Nations**

❑ **194 Member States, and 7 associated members (October 2011)**

❑ **Head Quarters in Paris; about 60 field offices**

❑ **Director General Irina Bokova, Bulgarian, confirmed until 2017**

❑ **About 1500 staff and a 500 millions USD as regular budget (biennium 2014-15)**

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- ❑ **Head Quarters in Paris**

- ❑ **World Network of field & liaison offices** (4 liason; 24 regional/cluster; 27 national)

- ❑ **Specialized Institutes** (no. 9 category I centres)

- ❑ Specialized Centres (category II centres)

- ❑ University Chairs/Networks (circa 700), Associated Schools (ASPNet)

- ❑ National Commission for UNESCO to promote the participation to and impact of the programmes

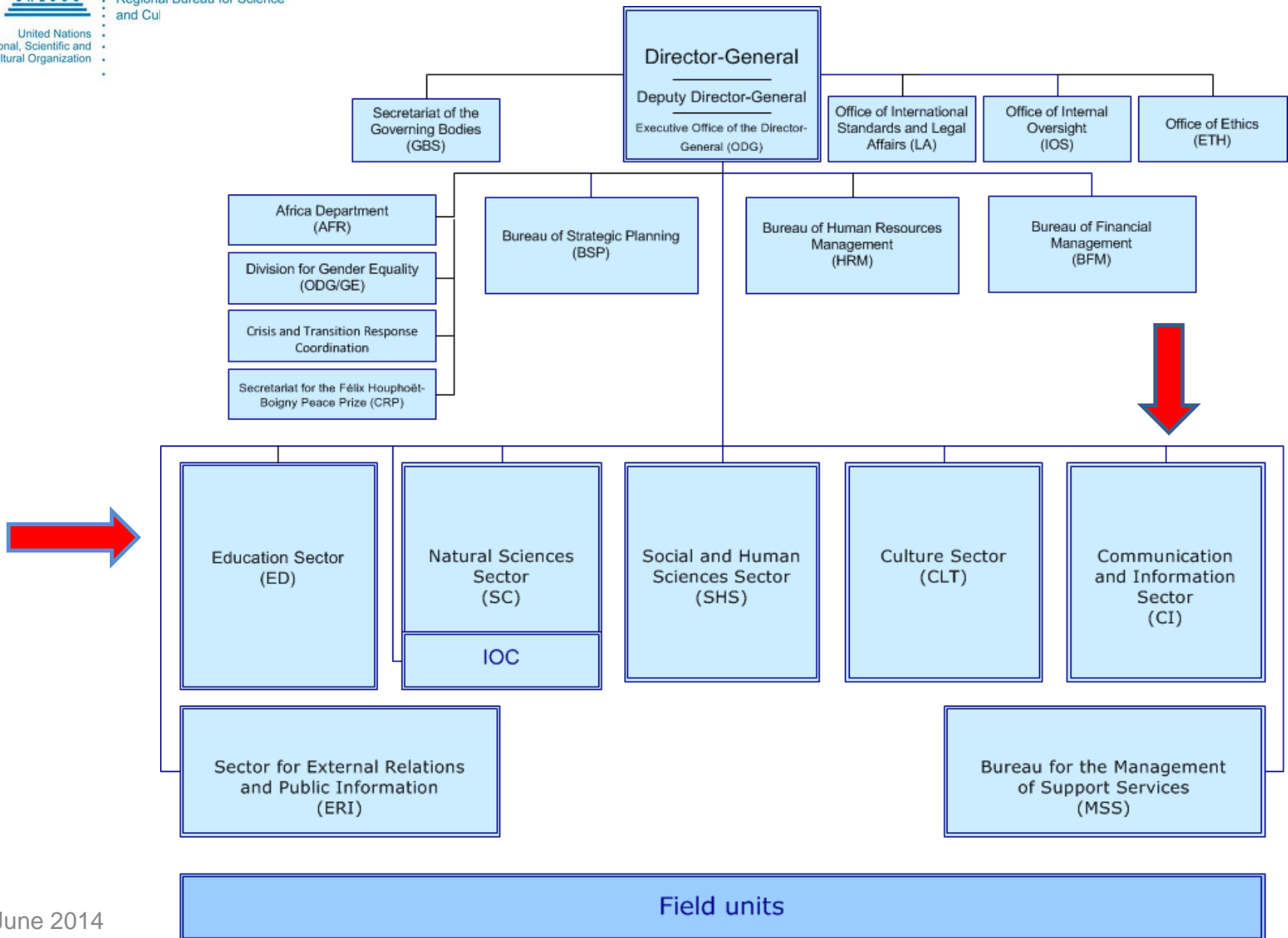- ❑ National Programme Committees (MAB, COI, IGCP, …)

- ❑ UNESCO Clubs

UNESCO Organigramme

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Director-General

Deputy Director-General

Executive Office of the Director-General (ODG)

Secretariat of the Governing Bodies (GBS)

Office of International Standards and Legal Affairs (LA)

Office of Internal Oversight (IOS)

Office of Ethics (ETH)

Africa Department (AFR)

Division for Gender Equality (ODG/GE)

Crisis and Transition Response Coordination

Secretariat for the Félix Houphoët-Boigny Peace Prize (CRP)

Bureau of Strategic Planning (BSP)

Bureau of Human Resources Management (HRM)

Bureau of Financial Management (BFM)

Education Sector (ED)

Natural Sciences Sector (SC)

IOC

Social and Human Sciences Sector (SHS)

Culture Sector (CLT)

Communication and Information Sector (CI)

Sector for External Relations and Public Information (ERI)

Bureau for the Management of Support Services (MSS)

Field units

6 June 2014

Executive Office

EFA_Education For All Team

Basic Education

Division of Higher Education

Teacher development & Higher Education (ED/THE)

The CI Sector consists of some eighty staff members (HQs and FO) and it is <u>organized</u> as follows:

- the Division of Freedom of Expression and Media Development **(FEM)**

- the Knowledge Societies Division **(KSD)**

- the Executive Office (EO), an Administrative Unit (AO) and the Office of the Assistant Director-General (ADG)

CI also hosts the <u>Secretariats</u> for the following programmes:

- the International Programme for the Development of Communication **(IPDC)**

- the Information for All Programme (**IFAP**).

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United Nations
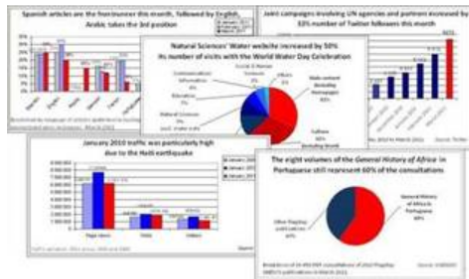Educational, Scientific and
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The KSD is responsible for the coordination of UNESCO's overall contribution to the follow-up to the World Summit on the Information Society (WSIS), and

➢ **Promotes the application of ICTs to enhance the quality of and access to education,** build scientific knowledge,

➢ Promotes open access to scientific research results, and empower local communities.

➢ Promotes free and open source software, open web and open standards

➢ Protects and digitize documentary heritage through the Memory of the World Programme

➢ Fosters the role of libraries and archives and is responsible for further strengthening of the World Digital Library.

➢ Host the Secretariat for the Information for All Programme (IFAP), the intergovernmental programme that assists Member States in elaborating national information policy frameworks

UNESCO WEB SITE
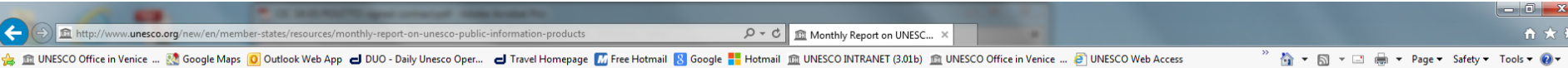
http://www.unesco.org/new/en/member-states/resources/monthly-report-on-unesco-public-information-products

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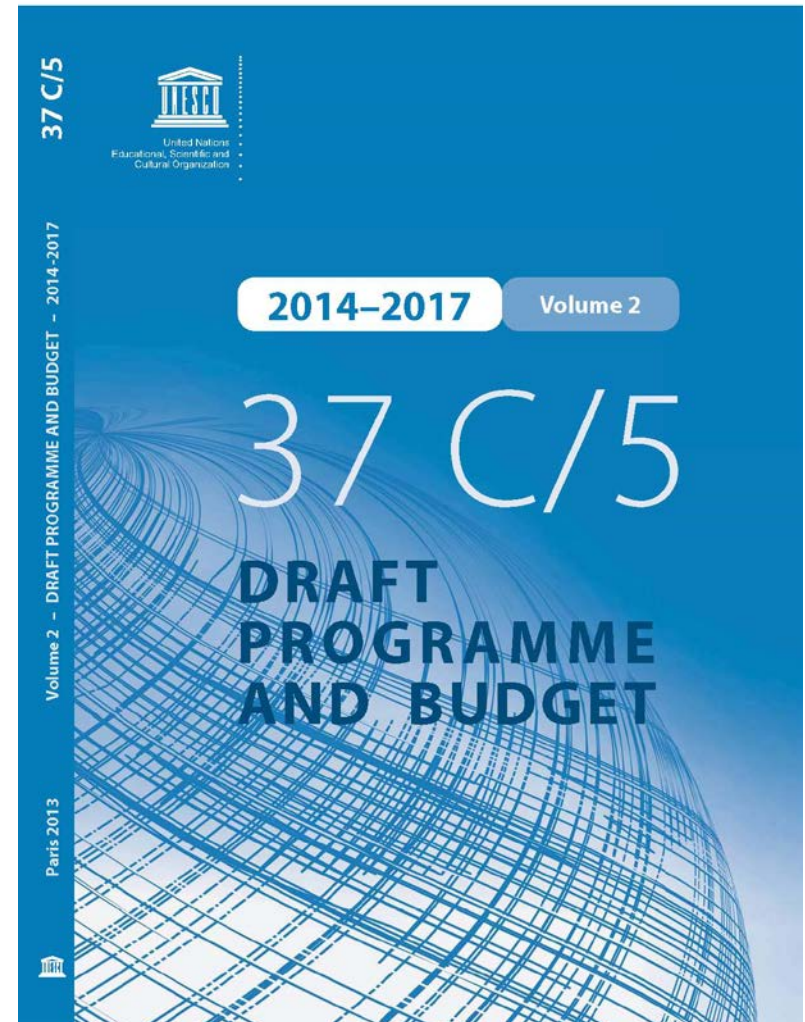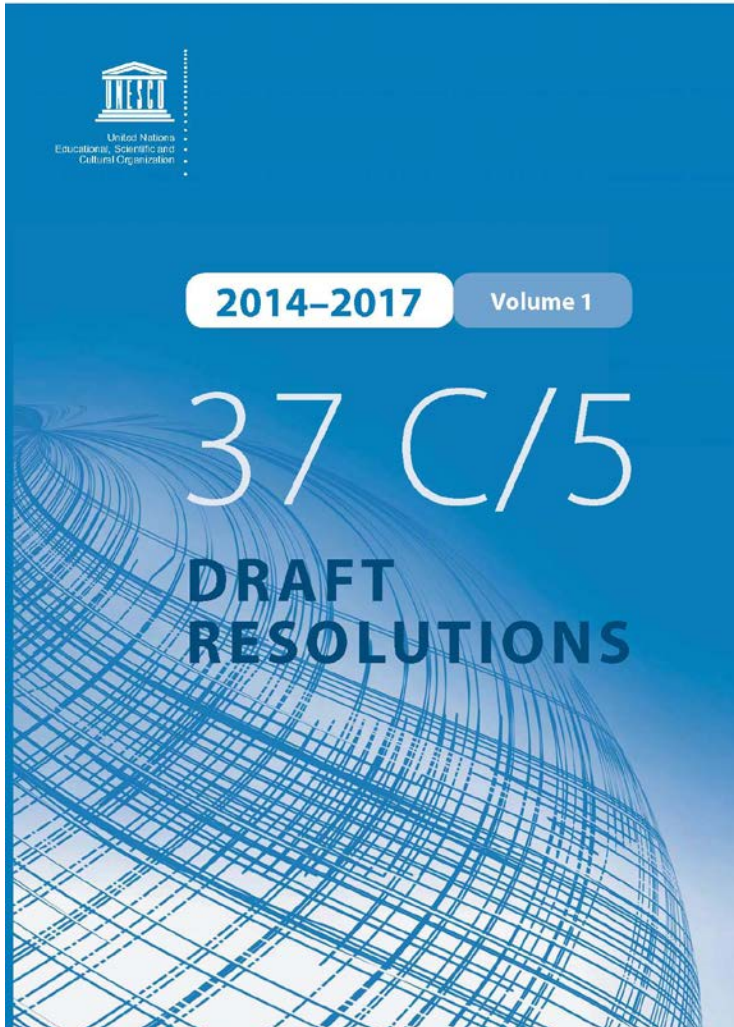Educational, Scientific and
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➢ Short-term (2014-17), 4 years (37 C/5)

➢ Medium-term (2014-2021), 8 years (37 C/4)

➢ Work Programme and Budget (2 years: 2014-2015)

- o General Policy and Direction (including General Conference and Governing Bodies)
- o Five Major Programmes (ED, SC, CLT, SHS, CI), UIS and Field Office management
- o Programme related services (Coordination Africa, Gender, Disaster; BSP-BRM-budget; Knowledge management; ERI & public Information
- o Participation Programme & Fellowships
- o Corporate Services (HRM; finance; management of support)

Открытые Образовательные Ресурсы

iite.unesco.org

UNESCO INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION

Policy and Research

Capacity Development

Knowledge Services

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The UNESCO Institute for Information Technologies in Education was established as an integral part of UNESCO by the General Conference of UNESCO at its 29th session (**November 1997**)

Responds to both global and country needs, IITE is a part of an operational network of UNESCO structures and supports the achievement of the strategic objectives of the **Medium-Term Strategy as well as the programme priorities of UNESCO**, as approved by the General Conference.

MEDIUM-TERM STRATEGY
2008–2013

UNESCO Institute
for Information Technologies in Education

UNESCO IITE **Activity Report for the biennium 2012-2013** was prepared and published in English and Russian languages.

The IITE is administered by a **Governing Board formed by 11 members** chosen for their eminence in the field, considering geografical coverage, and sit in a personal capacity.

UNESCO Institute for Information Technologies in Education
ACTIVITY REPORT
2012-2013
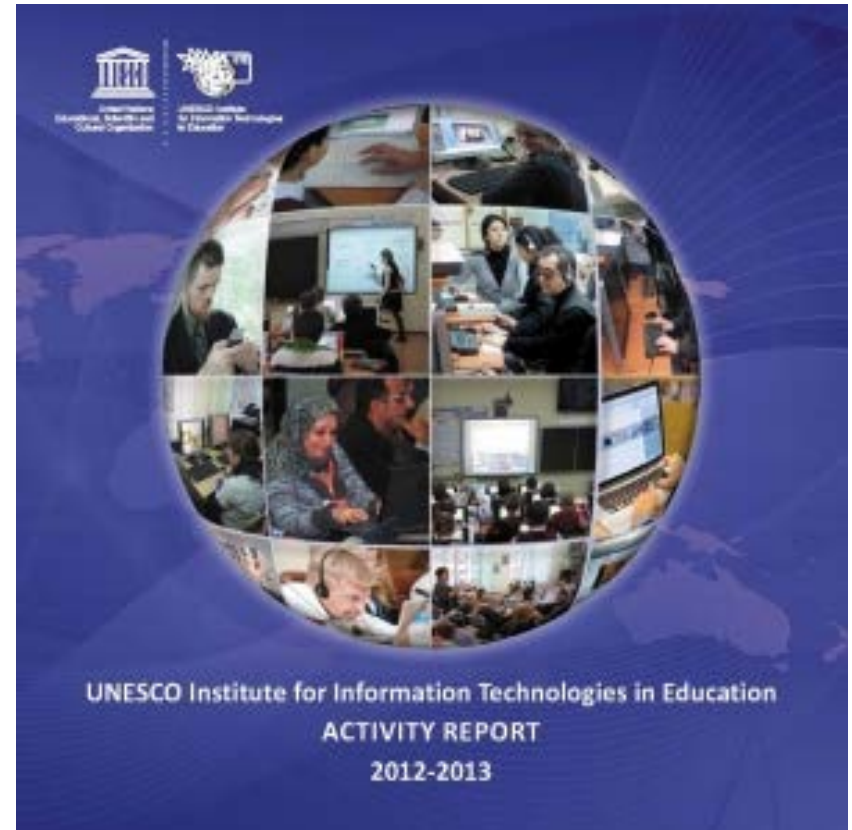
Programs and Courseware Development

Training and Professional Development

Projects

Partnership with IT Companies Universities and Public Bodies

Conferences, Publications, IITE Portal

"Modern Educational Technologies"

"Presentation Techniques"

"Interactive Technologies in Education"

"Multimedia in Education"

"Management of E-Content"

"ICTs in Teachers Professional Development"

The **International Master Programme** on "ICT in Teacher Professional Development" is an educational programme for Master's Degree in "Pedagogy" (code 050100)

The Programme **aims at shaping a new generation of educators** ready to use innovations based on the smooth integration of ICT and pedagogy into the everyday practice.

Main target: Higher education institutions of Russia and CIS to elaborate educational master programmes, as well as for institutions in the field of teacher training and professional development focused on ICT and digital pedagogy

The Second Symposium on Open Educational Resources "Beyond Advocacy, Research and Policy" will be held in Wawasan Open University Penang, Malaysia from 24th to 27th June, 2014.

The event will be supported by UNESCO IITE, the Open University of Hong Kong, Open Educational Resources ASIA and other partners.

The main objective of the Symposium is to bring together the OER community in the regions to share ideals, best practices and lessons learnt, establish collaboration and promote mutual interests in learning technologies especially in new innovations such as OER, MOOC, SOOC and others.

More information about the event can be found on: www.oerasia.org/oersymposium2014.

Recognizing the potential of ICT in early childhood education

ICTs in primary education

ICTs in education for with disabilities

High-Level Policy Meeting

Policy briefs

Published in 2010 (English) and presented at the World Conference on Early Childhood and Education (ECCE) in Moscow.

Russian edition is planned to be published in 2011

- **Survey of the current stage of advancement of OER, challenges faced by producers and opportunities for expanding the use of OER in**

|			
Armenia	Kazakhstan	Brazil	Lithuania
Azerbaijan	Russia	China	Mongolia
Belarus	Ukraine	Japan	Turkey
Moldova	Uzbekistan	Latvia	

- **Raising awareness about OER in CIS, Baltic States and other non-English-speaking countries - analytical reviews synthesizing information from the surveys undertaken in 2010-2011 for CIS and for other non-English speaking countries**

- **IITE gateway to OER in CIS**

  - **Addressing copyright and open conte "OER and Intellectual property Rights**

Knowledge Services
Other Activities

Media Literacy: monograph "Media Literacy and New Humanism" published; training programme on Media Literacy under development

Best practices series of publications: case study on E-Learning in Korea published
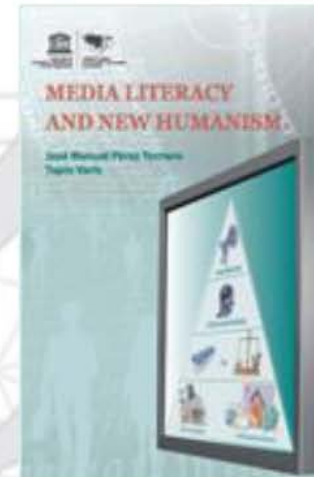
Policy Briefs

UNESCO International Bureau of Education (IBE), Geneva

UNESCO International Institute for Educational Planning (IIEP), Parigi

UNESCO Institute for Lifelong Learning (UIL), Hamburg

UNESCO Institute for Information Technologies in Education (IITE), Moscow

UNESCO International Institute for Capacity-Building in Africa (IICBA), Addis Ababa

UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), Caracas

Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), New Delhi

Open Universiteit, the Netherlands **Fred Mulder**

Athabasca University, Canada **Rory McGreal**

Otago Polytechnic, New Zealand **Wayne Macintosh** new

State University of Campinas, Brazil **Tel Amiel** new

The UNITWIN/UNESCO Chairs Programme was conceived as a way to advance research, training and programme development in all of UNESCO's fields of competence by building university networks and encouraging inter-university cooperation.

Programme establishment: **1992**

Active Chairs/networks → **about 700 Chairs** & **70 UNITWINs** involving over 800 institutions in 130 countries

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→ **Building a network across continents**

Support the establishment of new chairs

First Plan of Action established summer 2011 in New York (for two chairs)

First online meeting of 4 UNESCO Chairs in OER on April 24, 2013

Main Action lines of the four Chairs
Global OER Graduate Network (GO-GN), Mulder NL
OER Knowledge Cloud, McGrael CAN
OER university, Macintosh NZ
K-12, Amiel BRA

Founded in 1953, the UNESCO Associated Schools Project Network (ASPnet), commonly referred to as UNESCO Associated Schools, is a global network of **9900** educational institutions in 180 countries.
ASPnet celebrated its 60th anniversary in 2013.

Member institutions – ranging from pre-schools, primary, secondary and vocational schools to teacher training institutions - work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice

Open Educational Resources (OER) provide a strategic opportunity to improve the quality of education as well as facilitate policy dialogue, knowledge sharing and capacity building

OER is then a key element for building peace and sustainable development of society

→ UNESCO has helped the international movement in support of OERs, and has been deeply committed to the production, adaptation, adoption and dissemination of OERs in local languages.

UNESCO also promoted **global Fora on OER** since 2002

❑ the **Forum on the Impact of Open Courseware for Higher Education in Developing Countries, Paris July 2002,** where the term Open Educational Resources (OER) was adopted and a Final Declaration agreed (the participant "express their satisfaction and their wish to develop together a universal educational resource available for the whole of humanity, to be referred to henceforth as Open Educational Resources")

❑ the **World Open Educational Resources Congress, Paris June 2012**, an important milestone in raising the awareness of government about the important role of OERs in facilitating access to high-quality educational resources (2012 Paris OER Declaration)

The **Paris OER Declaration**, agreed in Paris in June 2012, was the first step for the development of policies supporting OER

The Declaration aimed at encouraging governments to contribute to the awareness and the use of OER and to develop strategies and policies to integrate OER in education.

UNESCO, in collaboration with the **Commonwealth of Learning (COL)**, now wants to apply these guidelines and proposes to implement a series of global activities based on the **10 points of the Paris Declaration**

- Organizing advocacy and capacity building events

- providing recommendations for developing educational policies supporting OER in 5 countries, representing 4 world regions

The Inception Meeting of the "Implementing the Paris OER Declaration" project took place on **26 and 27 March, 2013** at UNESCO Headquarters in Paris, and brought together representatives of four partner countries, OER experts, and UNESCO Specialists to discuss the modalities of the project and agree on the schedule of activities.

The four partner countries are: **Bahrain, Indonesia, Kenya, and Oman**.

This **project,** with the financial **support of the Hewlett Foundation**, aims to assist Member States in:

❑ Developing national-level OER Policies, and

❑ Implementing the UNESCO ICT Competency Framework for Teachers (ICT CFT) by harnessing OERs

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UNESCO Project for Implementing the Paris OER Declaration

Key partners in the project will be the associated UNESCO Field Offices and the Meeting featured strategic inputs from:

UNESCO Bangkok

UNESCO Jakarta

UNESCO Nairobi

UNESCO Kingston

UNESCO Institute for Information Technologies in Education (IITE), Moscow

Potential partner organizations such as:

Creative Commons

Intel

Commonwealth of Learning

Organisation internationale de la Francophonie (OIF)

UNESCO Category 2 Regional Center for ICT, Bahrain

UNESCO hosts the *Open Training Platform*, a comprehensive database of more than 10,000 OERs designed to facilitate teaching, learning, and research.

Developed by UNESCO's Communication and Information Sector, the Open Training Platform is searchable by subject and provides a central access point for capacity building in a wide variety of disciplines.

Open Training Platform

http://otp.unesco-ci.org/

With the support of the Hewlett Foundation, UNESCO created a global OER Community wiki in 2005 to share information and work collaboratively on issues surrounding the production and use of Open Educational Resources.

UNESCO is developing a new, innovative OER Platform which will offer selected UNESCO publications as OERs and allow communities of practice including teachers, learners, and education professionals to freely copy, adapt, and share their resources.

In partnership with key European institutions, UNESCO is a member of the (Open Educational Quality (OPAL) Initiative to develop a Framework of OER Practices that improve quality and innovation in education.

The International Telecommunication Union (ITU) and UNESCO set up, in May 2010, the **Broadband Commission for Digital Development** in response to UN Secretary-General call to step up UN efforts to meet the Millennium Development Goals (MDGs).

The Commission aims to boost the importance of broadband on the international policy agenda and believes that expanding broadband access in every country is key to accelerating progress towards these goals by the target date of 2015 through e-health, e-education, e-government, e-agriculture and more.

It defines practical ways in which countries, at all stages of development, can achieve this, in cooperation with the private sector.

UNESCO DG is Vice-Chair of the Commission and Chair of the Working group on Education.

UNESCO and **Intel** co-organised the workshop in order to facilitate the **knowledge sharing** on the development of forward-looking policies to leverage ICT to achieve the goal of equitable quality education and lifelong learning for all.

The Workshop convened high-level **governmental officials** of Eastern and Central European Countries to share and analyze selected ICT strategies already implemented by Member States, and review the most important trends of ICTs and their implication for the next generation of education.

Successful **examples of ICT in education policy** development have been presented, as well as **progammes and Tools of UNESCO and Intel** in assisting states to develop ICT in education policies.

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Guidelines for open educational resources
(OER) in higher education 2011

These Guidelines outline key issues and make suggestions for integrating OER into higher education.

UNESCO and the Commonwealth of Learning (COL) have developed these Guidelines, after broad consultations with stakeholders in all regions of the world, to support governments, higher education institutions/providers, academic staff, student bodies and quality assurance/accreditation and recognition bodies

Main objective:

➢ to encourage decision makers to invest in the systematic production, adaptation and use of OER

➢ to bring government and institutions into the mainstream of higher education in order to improve the quality of curricula and teaching and to reduce costs

This Guide comprises three sections:

1_Summary of the key issues on OER, presented in the form of a set of Frequently Asked Questions (a quick and user-friendly introduction to OERs)

2_Comprehensive analysis of OER issues, presented in the form of a traditional research paper (this section will assist with making the case for OER more substantively)

3_Set of appendices, containing more **detailed information about specific areas** of relevance to OER
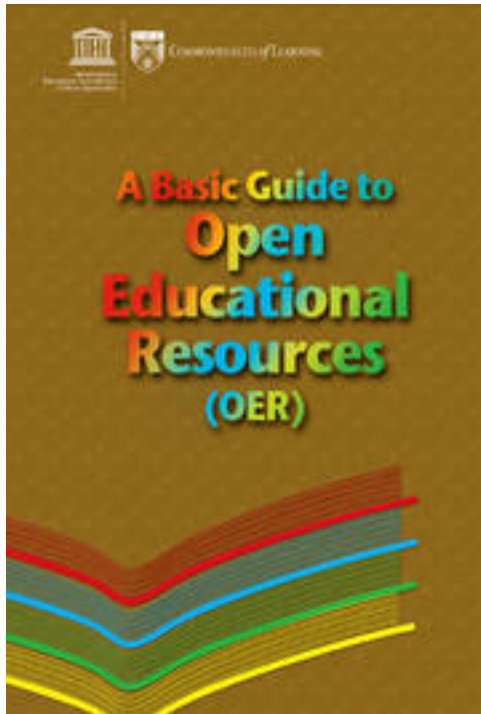
The Guide is published and systematically reviewed by the UNESCO Institute for Statistics (UIS, Montreal) in order to present :
- a comprehensive set of internationally comparable indicators on the use of ICT in education
- standards in a rapidly-changing field where technologies induce the use of new devices, different norms and procedures for teaching and learning
- standardized definitions of key concepts and detailed measurement specifications
- practical guidance on appropriate interpretation of the indicators.

This technical paper is designed to assist Members States in developing their capacity and monitoring national goals in this area, addressing policy needs at both national and international levels (e.g. WSIS, Millennium Development Goals and Education for All).

The Free and Open Source Software (FOSS) model provides interesting tools and processes with which women and men can create, exchange, share and exploit software and knowledge efficiently and effectively.

FOSS can play an important role as a practical instrument for development as its free and open aspirations make it a natural component of development efforts in the context of the Millennium Development Goals (MDGs).